

# **Noel Center for Disability Resources**

## **Student Handbook**

This handbook is available in alternate format upon request

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## Preface

### WELCOME TO GARDNER-WEBB UNIVERSITY

We are excited about your decision to pursue your college career at Gardner-Webb University. This handbook will inform you of many accommodations and services available to you as a student with a disability. This handbook will also explain various Noel Center policies. These policies have been established to ensure you receive accommodations in the best and most efficient manner possible.

### Gardner-Webb University Notice of Nondiscrimination

Gardner-Webb does not discriminate on the basis of race, color, national origin, sex, disability, or age in employment or any of its programs and activities.

### Statement of Values

#### Christian Heritage

Acknowledging One God - Creator and Sustainer of life, and Jesus Christ as Savior and Lord; committing to self-giving service displayed in Christ-like moral action that respects the dignity and value of every person.

#### Baptist Heritage

Affirming historic Baptist values such as the freedom of individual conscience and the right of people to worship God as they choose, the authority of Scripture in matters of faith and practice, the priesthood of every believer, the autonomy of the local church, and the separation of church and state.

#### Academic Excellence

Encouraging visible enthusiasm for knowledge, intellectual challenge, continuous learning, and scholarly endeavors; inviting pursuit of educational opportunities within and beyond the classroom for the joy of discovery; and inspiring accomplishment within one's field of study.

#### Liberal Arts

Offering broad-based exposure to the arts, humanities and sciences and to each field's unique challenges, contributions, and life lessons; complementing the acquisition of career-related knowledge and skills with well-rounded knowledge of self, others, and society.

**Teamwork**

Working collaboratively to support and promote shared goals, assuming responsibility willingly, meeting commitments dependably, handling disagreement constructively, and persevering despite distraction and adversity.

**Student-Centered Focus**

Providing students an environment that fosters intellectual and spiritual growth; encourages physical fitness, service, social and cultural enrichment; strengthens and develops moral character; and respects the value and individuality of every student.

**Community Engagement**

Assisting campus, local, national, and global communities through education, outreach, and research; fostering dialogue and action in support of human welfare and environmental stewardship.

**Diversity**

Studying and celebrating our world's rich mix of cultures, ideologies, and ethnicities; respecting and welcoming students without regard to ethnicity, gender, religious commitment, national origin, or disability.

**NOEL CENTER FOR DISABILITY RESOURCES MISSION STATEMENT**

The Noel Center for Disability Resources believes in the equality of all people and in the ability of each person to contribute in a meaningful way to the global society. The Noel Center will provide reasonable accommodations in order for students to receive equal access to a higher education while striving to assist students in obtaining the knowledge, skills and confidence to become effective self-advocates. These accommodations and services will be provided in such a way that the student can exercise his/her right to self-determination.

## **Chapter 1**

### **RIGHTS AND RESPONSIBILITIES**

#### **Students with disabilities at Gardner-Webb University have the right to:**

- equal access to courses, programs, services, and facilities offered through the University
- equal opportunity to work and to learn, and to receive reasonable accommodations
- appropriate confidentiality of all information regarding their disability (ies) and to choose to whom information about their disability (ies) will be disclosed, except disclosures that are required or permitted by law
- information available in accessible formats

#### **Students with disabilities at Gardner-Webb University have the responsibility to:**

- meet qualifications and maintain essential standards for course, programs, services, jobs, activities, and facilities
- identify themselves as an individual with a disability when an accommodation is needed and to seek information, counseling and assistance
- provide documentation (from an appropriate professional) that states how the disability limits their participation in courses, programs, services, jobs, activities and facilities
- follow institutional procedures for obtaining reasonable accommodations
- secure personal independent living aids or provide for other personal disability related needs
- assume personal responsibility for meeting with faculty, requesting assistance through supplemental service, and meeting university standards

#### **Gardner-Webb University has the right to:**

- identify and establish essential functions, abilities, skills, knowledge and standards for courses, services, jobs, activities and facilities and to evaluate faculty, staff and students on this basis
- request and receive current documentation that supports the need for accommodations
- deny a request for accommodations, academic adjustments, and/or auxiliary aids and

services if the documentation demonstrates that the request is not warranted, or if the individual fails to provide appropriate documentation

**Gardner-Webb University has the responsibility to:**

- provide information to students with disabilities in accessible formats upon request
- ensure that courses, programs, services, jobs, activities and facilities, when viewed in their entirety, are available and usable
- provide or arrange reasonable accommodations, academic adjustments, and/or auxiliary aids and services for students with disabilities in courses, programs, services, jobs, activities and facilities
- maintain appropriate confidentiality of records and communication
- provide accommodations to ensure equal access, not to guarantee success in academics

## Chapter 2

### ADMISSION TO GARDNER-WEBB UNIVERSITY

#### **Policy**

Individuals with a disability enter the University through the established admissions procedures that are required of all applicants. Neither the nature nor the severity of one's disability is used as criterion for admission. Documentation of a disability does not need to be provided during the application process.

#### **Procedure**

Students requesting application material should contact one of the departments listed below or go to:

<http://www.gardner-webb.edu/academic-programs-and-resources/programs/index>

Applications may be completed online.

- Undergraduate Admissions 704-406-4498 or 800-253-6472
- Graduate Admissions 877-498-4723
- Divinity Admissions 704-406-4400
- Godbold School of Management 877-498-4723
- Degree Completion Program (GOAL) Admissions 866-498-4625

## Chapter 3

### REGISTERING FOR SERVICES

#### **Policy**

The student requesting accommodations from Gardner-Webb University must self-identify by completing the Student Application which may be submitted online at [gardner-webb.edu/disability-resources](http://gardner-webb.edu/disability-resources). Click on Disability Resources login then click on new student link.

The student requesting accommodations from the University must have a documented disability as defined by section 504 of the Rehabilitation Act and the Americans with Disabilities Act. The University reserves the right to consult with University professionals in reviewing and assessing documentation when it is necessary for approving accommodations. In cases where the documentation is deemed insufficient, the student may be required to provide additional documentation. All documentation is evaluated on a case-by-case basis.

Determination of accommodations is a collaborative effort between the student and the Noel Center. If there is a question regarding the documentation it may be referred to the Documentation Review Committee. This committee is comprised of individuals who have expertise in evaluating documentation. The decision of the committee will be accepted by the Noel Center Associate Dean. If the student is still not in agreement, he/she may file a grievance following the procedures outlined in the University catalog.

#### **Procedure**

- Go to [gardner-webb.edu/disability-resources](http://gardner-webb.edu/disability-resources)
- Click on login
- Go to new student link
- Fill out and submit the new student application
- Submit documentation
- The documentation must meet the following criteria:

### GUIDELINES FOR DOCUMENTATION

All students (full or part-time) with a disability who provide appropriate documentation are eligible to receive accommodations and services for academic classes and University sponsored activities and events. In order to receive accommodations, documentation must be on file with the Noel Center no later than three (3) weeks prior to the beginning of services.

To be eligible for services, students must provide documentation that provides information about a substantial limitation to one or more major life activities, specifically as it applies to meeting the demands of University life, in and/or out of the classroom. Although some disabilities do not change over time, the medical documentation must address the student's current level of functioning. IEP's and 504 Plans, although providing historical evidence of services and accommodations, are generally not considered sufficient to make a student eligible for services. In addition to the medical documentation, we require that students provide a current impact statement. The current impact statement is to be completed by the student requesting accommodations/services. Additional statements from others who know the student may be submitted in addition to the student's statement. In all situations, every student will be evaluated on a case-by-case basis.

The documentation should be submitted by a professional who is licensed/certified in the area for which the diagnosis is made and who is not related to the student. The report must be presented on practice letterhead and signed by the examiner.

Students will be notified (email) whenever the Noel Center for Disability Resources receives any information from their physician, treating specialist or themselves.

## **GUIDELINES**

### **1. Qualifications of Clinician/Provider:**

The documentation must be submitted by a professional who is licensed/certified in the area for which the diagnosis is made and who is not related to the student. The documentation must be type-written on practice letterhead, dated and signed by the examiner and include his/her license/certification credentials.

### **2. Diagnosis and History:**

A diagnostic statement identifying the disability including ICD or DSM classification along with any relevant personal, psychosocial, medical, developmental and/or educational history.

### **3. Description of Diagnostic Methodology:**

A full description of the diagnostic methodology used, including data and measurements from appropriate evaluation instruments. The results obtained should draw a direct link to the diagnosis and the functional limitations of the disability. For cognitive disorders, evaluations should use adult norms.

### **4. Current Impact and Functional Limitations:**

A clear description of the current impact and functional limitations of the condition pertaining to the academic, workplace and/or residential settings. Information regarding if symptoms are constant or episodic, and the frequency and/or duration should be addressed. Any treatments, medications, services, assistive technology currently

prescribed or in use, should include a description of the mediating effects and potential side effects from such treatments.

**5. Recommendations:**

Recommendations should be directly linked to the impact or functional limitations associated with the disability, or medication prescribed to control symptoms and include a clear rationale based on level of impairment.

## Chapter 4

### RECORD MAINTENANCE/CONFIDENTIALITY

#### Policy

The Noel Center is the designated office at Gardner-Webb University to receive and review disability documentation. This office is also charged with keeping disability related records in a secure and confidential manner. Records of students with disabilities are maintained with the Noel Center for seven (7) years after the last semester of enrollment. Documents that relate to the student's disability are not part of the academic record in the Registrar's Office. Disability documentation and related information and the release of this information are governed by the Family Rights and Educational Privacy Act (FERPA). Information regarding FERPA may be found at [gardner-webb.edu/academic-programs-and-resources/registration-and-records/records/privacy-ferpa/index](http://gardner-webb.edu/academic-programs-and-resources/registration-and-records/records/privacy-ferpa/index).

Information discussed with the Associate Dean, Assistant Dean and/or Noel Center staff will be kept confidential, except when required by law. This includes:

1. student is believed to be a threat to self or others
2. when abuse of child or elder is suspected
3. court subpoenas records

#### Procedure

- The student has the opportunity to indicate his/her preference regarding release of information in the AIM Module. The student may amend these permissions at any time.
- The Noel Center keeps all records under lock.
- To release confidential records to professionals outside the university, the student must sign the Authorization to Release Confidential Records Form.
- After seven (7) years, documentation and case notes will be destroyed.
- Student workers are not permitted access to student documentation or case notes.
- All student workers must sign a Confidentiality Form.

## Chapter 5

### ACADEMIC ACCOMMODATIONS

Gardner-Webb University provides a comprehensive system of accommodations which enables students with disabilities access to the University community. Reasonable accommodations are determined based on current documentation, and other supporting information and are made on a case-by-case basis. It is generally considered non-discriminatory to adhere to academic standards that are essential to a course of study. Each student will be assigned an accessibility advisor who will assist with the arrangements for accommodations. The accessibility advisors adhere to the Association of Higher Education and Disability Code of Ethics.

### FACULTY NOTIFICATION

#### Policy

Faculty notification is initiated by the student and disclosure of the disability is at the discretion of the student.

#### Procedure

- The traditional undergraduate student should meet with his/her accessibility advisor within the first two weeks of class each semester to ensure timely delivery of services.
- The student in the DCP/Divinity/Graduate Schools may contact his/her accessibility advisor face-to-face or via email, phone or skype.
- The student and his/her accessibility advisor will determine appropriate accommodations and prepare the Faculty Notification Letter.
- The student may decide to have the Faculty Notification Letter sent via email or may choose to hand deliver the letter.

### PRIORITY REGISTRATION

#### Policy

Students with specific scheduling needs, if supported by documentation may qualify for priority registration regardless of his/her academic classification. The Noel Center does not guarantee the student will receive his/her desired schedule or choice of faculty member.

## **Procedure**

- The student should discuss his/her class schedule with his/her academic advisor prior to the beginning of registration and obtain a registration pin number.
- The student should register the first day of registration regardless of academic classification.

## **AHEAD CODE OF ETHICS**

The accessibility advisors adhere to the Association of Higher Education and Disability Code of Ethics:

We agree that these principles are the Code of Ethics for postsecondary disability service providers. As professionals, we are responsible for upholding, supporting, and advancing these ideas whenever possible. Members of AHEAD agree to monitor themselves and their peers in accordance with the spirit and provisions of this code, as delineated by the following principles:

1. Postsecondary disability service providers are committed to facilitating the highest levels of educational excellence and potential quality of life for postsecondary students with disabilities.
2. Postsecondary disability service providers strive to achieve and maintain the highest levels of competence and integrity in all areas of assistance to adult students with disabilities. This support is guided by the consistent use of objective, professional judgment in all areas, especially when addressing the confidential nature of the student's disability.
3. Postsecondary disability service providers continually participate in professional activities and educational opportunities designed to strengthen the personal, educational, and vocational quality of life for students with disabilities. This includes the on-going development of strategies, skills, research, and knowledge pertinent to the highest quality of disability service delivery whenever and wherever it occurs.
4. Postsecondary disability service providers carry out their responsibilities in accordance with AHEAD professional standards and policy guidelines for adult students with disabilities. When certified, licensed, or affiliated with other professionals or organizations, they comply with those professional guidelines as well.
5. Postsecondary service providers are actively engaged in supporting and clarifying institutional, state, provincial, and federal laws, policies, and procedures applicable to the service delivery to students with disabilities. Compliance implies that professionals will not condone or participate in any unethical or illegal acts discussed within these guidelines.

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## Chapter 6

### ORIENTATION AND MOBILITY

#### Policy

Orientation to the campus for the student who is blind or visually impaired is provided by an orientation and mobility specialist.

#### Procedure

- The student must request orientation to campus at the time of acceptance to Gardner-Webb University.
- The student should check mobility orientation to campus in the accommodations request section of the AIM Module
- Freshmen and transfer students will receive training during the regular orientation period.
- Returning students may be asked to schedule their arrival to campus to coincide with the availability of the orientation and mobility specialist.

## Chapter 7

### LABORATORY ASSISTANTS

#### Policy

Lab assistants are provided for students if the documentation supports the need for such an accommodation. Determination of the need is made on a case-by-case basis depending on the requirements of the course and the needs of the student.

#### Procedure

- The student should check Laboratory Assistant in the accommodations request section of the AIM Module.
- A meeting or telephone conference will be scheduled between the student, accessibility advisor and the professor to determine the responsibilities of the lab assistant.
- Both the lab assistant and the student will receive a copy of the agreed upon responsibilities.
- The student is responsible for informing his/her lab assistant if not attending class.

## Chapter 8

### ALTERNATE FORMAT

#### Policy

Textbooks and other materials are available in alternate format for students whose documentation supports this need.

Due to copyright laws, the student must have ownership of his/her textbooks and show proof of ownership before textbooks can be provided in alternate format. Students obtain ownership of textbooks and materials in a variety of ways, i.e., borrow, rent, or purchase.

- The student may keep the digital alternate format as long as he/she has ownership of the book; if at any time the student no longer has ownership of the book, the digital format must be deleted or returned.
- If the student rents textbooks, proof of the rental agreement must be provided; the digital file must be deleted or returned once the rental period is over.
- If a student borrows a book from any library service (Bookshare, Learning Ally, GWU library, for example), the book does not have to be purchased by the student, but the alternate text must be deleted or returned after the borrowed time designation.
- Students will act in accordance to copyright laws for all alternate format material - the student will not copy, permanently save, edit, tamper, upload, share or disseminate the material in any form to any person.

The Noel Center for Disability Resources will make every effort to provide materials in a timely manner and in the specific format requested. Some text items do not lend themselves to certain alternate formats; in this situation, the student and alternate text coordinator will collaborate in finding an appropriate alternative.

In the event, the student borrows any alternate text materials (example: braille Bible and maps) from the Noel Center, he/she will return these materials to the program secretary at the end of each semester.

The University provides alternate format materials without charge. However, students will be financially responsible for alternate formats checked out which are lost, damaged, or not returned by the end of the semester. Failure to return or reimburse for materials will result in the student being blocked from registration and/or a hold on the transcript.

#### Procedure

- The student should check Alternate Format in the accommodation request section of the AIM Module
- All materials are processed in the order of receipt.

- The student will sign an Alternate Format Agreement.
- The student will bring in books and/or show proof of ownership.
- The student will provide clear text materials to ensure accurate scanning.
- The alternate text coordinator or designated assignee will order and/or scan the text and upload it to the student's account.
- If the student needs to check out any alternate text materials, he/she may do this through the Noel Center secretary and return materials to the secretary at the end of the semester.

## Chapter 9

### READERS

#### Policy

Readers may be provided for students who have a documented need for such an accommodation. Readers may be provided to read textbooks, class handouts, and library resource materials that do not lend themselves to scanning.

#### Procedure

- The student should check Reader in the accommodations section of the AIM module.

#### **How to Use a Reader**

- The student should work with the reader in deciding on a designated time and place to meet for reading sessions.
- The student should call the reader if he/she will be late or plans to miss a session.
- The student should have materials available for each reading session.
- The student should not expect the reader to function as a tutor. Any questions regarding the material should be referred to the professor or tutor.

## Chapter 10

### NOTETAKERS

#### Policy

Notetaking Services are available for students whose documentation supports such an accommodation. Notetakers are dedicated students, enrolled in the same class, who provide timely copies of his/her notes. Notes are submitted to a confidential folder in the AIM Notetaking module. Notes are organized by course, labeled week 1, week 2, etc., and are dated for easy access.

#### Procedure

- The student will check notetaking services in the accommodations section of the AIM Module and indicate specific classes requested.
- The student will have access to his/her notes online, through AIM, within 24-hours of class. Once notes are uploaded, they may be accessed at any time.
- If the student has any questions or concerns regarding his/her notetaker or the quality of notetaking services received, he/she is to contact either his/her Accessibility Advisor or the Notetaking Services Coordinator.

#### **How to Use a Notetaker**

- The student should rework the notes. Writing notes in the margins and recopying notes are good study aids.
- The notes should be reviewed as soon as possible following the class.

## Chapter 11

### SPECIAL TEST ADMINISTRATION

#### Policy

Exams for students with disabilities may be administered by professors or may be taken through the Noel Center. Readers, scribes, low distraction testing, extended time testing (typically time and a half), and special equipment can be utilized if the need for such an accommodation is supported by documentation. Exams can be produced in large print, Braille, or audio format when the material is delivered from the professor or his/her designee to the Noel Center **two (2) business days** prior to the test date. Requests for exams must be entered in the testing section of the AIM Module **two (2) business days** prior to the test date. Requests for final exams are due **ten (10) business days** prior to exam week. No exams will be administered without the Request for Alternative Testing. Unless there is a time conflict, tests will be scheduled at the regular class time. A student who misses an exam scheduled through the Noel Center will be required to notify his/her professor. The Noel Center will not reschedule exams without the approval of the faculty. A student who is late for a scheduled exam must finish the exam in the time remaining (extended time will be calculated from the scheduled time of the test, not time of arrival). If the student arrives **15 minutes** late he/she may need to reschedule. If so the student will need to get approval from the professor and resubmit a test request with the new date and time.

All personal belongings must be left with the proctor. This includes but is not limited to: backpack, coats, hats, or unauthorized electronic devices. All exams are proctored and can be monitored through the use of cameras in each testing room.

#### Procedure

- At the beginning of each semester, the student will be asked to sign the Testing Agreement indicating he/she understands testing policies and procedures.
- Completely fill out the Test Request in the AIM testing module and submit **two (2) business days** prior to the scheduled exam.
- The student should try to arrive at the Noel Center **five (5) minutes** prior to the scheduled exam.
- The student must begin the exam no later than **15 minutes** after the scheduled exam time. He/she may have to reschedule if not starting within **15 minutes**.
- The student will leave personal belongings with the proctor.
- The student is responsible for bringing necessary testing supplies such as pens, pencils, calculators, etc. Paper will be provided.
- Proctors will monitor exams and write a description of any behavior that is questionable and breaches policies regarding academic honesty. This will be submitted to the student's professor.

## Chapter 12

### INTERPRETING SERVICES

#### Policy

It is the responsibility of the student requesting interpreting services to provide the Noel Center Assistant Dean with his/her class schedule immediately after registration. In the event of late registration, every effort will be made to secure accommodations as soon as possible. Any changes to a schedule prior to, or after the start of a semester, should be reported immediately to the Noel Center Assistant Dean. A student requesting interpreting services for an off campus class or trip earning academic credit should file an Interpreter Request at the time of registration. Every effort will be made to provide interpreters according to the schedule turned in to the Assistant Dean, however, students may be asked to make reasonable adjustments in their schedules according to the availability of interpreters. Upon request, the Noel Center will provide interpreting services for meetings, plays, presentations, or other activities or events sponsored by the University. Interpreter Requests are accessed through the AIM Interpreting module and submitted **two (2) business** days before the date the interpreter is needed.

A student requesting interpreting services for school sponsored field trips should submit a request **ten (10) business** days before the date of the field trip. A student requesting interpreting services for theater productions should submit a request **ten (10) business** days prior to the date interpreting services are needed. While the Noel Center will consider individual preferences in the assignment of an interpreter, it reserves the right to make all interpreter assignments. These assignments are at the sole discretion of the Noel Center and may be based upon many factors which may include, but are not limited to: availability, qualifications, certification and the appropriateness of the request based on actual or perceived conflicts of interest. The Noel Center may employ student interns who work under the direct supervision of the Assistant Dean and/or her designee. Student interns must have completed Sign Language 303, Fundamentals and Principles of Interpreting, be recommended by an instructor in the American Sign Language Studies Program and evaluated by the Noel Center interpreting staff.

#### Procedure

- For classroom interpreters, the student will follow the procedure for priority registration and turn in his/her schedule to the assistant Associate Dean immediately following registration.
- Any changes in the class schedule should be reported to the Assistant Dean immediately.
- For meetings and/or university sponsored functions the student must submit an Interpreter Request **two (2) business** days prior to the date of the event. The form should be filled out completely.
- For theater productions, the student submits an Interpreter Request **ten (10) business**

**days** prior to the date of the production. The request should be filled out completely.

- If the student plans to attend an activity on a regular basis throughout the semester, only one Interpreter Request needs to be completed. The student should indicate on the request that it is for the entire semester.
- In the event of an emergency, interpreter requests can be made directly to the Assistant Dean or her designee and an interpreter will be provided as quickly as possible.

### **How to Use an Interpreter**

- The interpreter will wait at an interpreting assignment for **fifteen (15) minutes per hour**. If the student has not arrived within this time, the interpreter will leave.
- If the student knows he/she will not be attending class, he/she is asked to notify the Assistant Dean as soon as possible.
- If the student has a question, he/she should not ask the interpreter. All questions and/or comments should be directed to the professor.
- The student should be aware that the interpreter is responsible for voicing everything that is signed in class. If the student needs to talk to the interpreter, the student should do so before or after class.
- If the student does not understand specific signs the interpreter uses, he/she should question the interpreter immediately. Signs may vary from one region of the country to another. The student and the interpreter should decide together which signs are to be used.
- The student should not ask the interpreter's personal opinion regarding classroom matters. The interpreter is in the classroom only to facilitate communication among the student, the professor, and other members of the class.
- During class discussions students sometimes speak quickly. They also tend to speak at the same time. If the discussion is moving so quickly that the student has difficulty following, he/she should inform the professor.

### **NAD/RID Code of Professional Conduct**

#### **APPLICABILITY**

- A. This Code of Professional Conduct applies to certified and associate members of the Registry of Interpreters for the Deaf, Inc., Certified members of the National Association of the Deaf, interns, and students of the profession.
- B. Federal, state or other statutes or regulations may supersede this Code of Professional Conduct. When there is a conflict between this code and local, state, or federal laws and regulations, the interpreter obeys the rule of law.
- C. This Code of Professional Conduct applies to interpreted situations that are performed either face-to-face or remotely.

## DEFINITIONS

For the purpose of this document, the following terms are used:

**Colleagues:** Other interpreters.

**Conflict of Interest:** A conflict between the private interests (personal, financial, or professional) and the official or professional responsibilities of an interpreter in a position of trust, whether actual or perceived, deriving from a specific interpreting situation.

**Consumers:** Individuals and entities who are part of the interpreted situation. This includes individuals who are deaf, deaf-blind, hard of hearing, and hearing.

### 1.0 CONFIDENTIALITY

**Tenet:** Interpreters adhere to standards of confidential communication.

**Guiding Principle:** Interpreters hold a position of trust in their role as linguistic and cultural facilitators of communication. Confidentiality is highly valued by consumers and is essential to protecting all involved.

Each interpreting situation (e.g., elementary, secondary, and post-secondary education, legal, medical, mental health) has a standard of confidentiality. Under the reasonable interpreter standard, professional interpreters are expected to know the general requirements and applicability of various levels of confidentiality. Exceptions include, for example, federal and state laws requiring mandatory reporting of abuse or threats of suicide, or responding to subpoenas.

#### Illustrative Behavior - Interpreters:

- 1.1 Share assignment-related information only on a confidential and “as-needed” basis (e.g., supervisors, interpreter team members, members of the educational team, hiring entities).
- 1.2 Manage data, invoices, records, or other situational or consumer-specific information in a manner consistent with maintaining consumer confidentiality (e.g., shredding, locked files).
- 1.3 Inform consumers when federal or state mandates require disclosure of confidential information.

### 2.0 PROFESSIONALISM

**Tenet:** Interpreters possess the professional skills and knowledge required for the

**specific interpreting situation.**

**Guiding Principle:** Interpreters are expected to stay abreast of evolving language use and trends in the profession of interpreting as well as in the American Deaf community.

Interpreters accept assignments using discretion with regard to skill, communication mode, setting, and consumer needs. Interpreters possess knowledge of American Deaf culture and deafness-related resources.

**Illustrative Behavior - Interpreters:**

- 2.1 Provide service delivery regardless of race, color, national origin, gender, religion, age, disability, sexual orientation, or any other factor.
- 2.2 Assess consumer needs and the interpreting situation before and during the assignment and make adjustments as needed.
- 2.3 Render the message faithfully by conveying the content and spirit of what is being communicated, using language most readily understood by consumers, and correcting errors discreetly and expeditiously.
- 2.4 Request support (e.g., certified deaf interpreters, team members, language facilitators) when needed to fully convey the message or to address exceptional communication challenges (e.g. cognitive disabilities, foreign sign language, emerging language ability, or lack of formal instruction or language).
- 2.5 Refrain from providing counsel, advice, or personal opinions.
- 2.6 Judiciously provide information or referral regarding available interpreting or community resources without infringing upon consumers' rights.

**3.0 CONDUCT**

**Tenet: Interpreters conduct themselves in a manner appropriate to the specific interpreting situation.**

**Guiding Principle:** Interpreters are expected to present themselves appropriately in demeanor and appearance. They avoid situations that result in conflicting roles or perceived or actual conflicts of interest.

**Illustrative Behavior - Interpreters:**

- 3.1 Consult with appropriate persons regarding the interpreting situation to determine issues such as placement and adaptations necessary to

interpret effectively.

- 3.2 Decline assignments or withdraw from the interpreting profession when not competent due to physical, mental, or emotional factors.
- 3.3 Avoid performing dual or conflicting roles in interdisciplinary (e.g. educational or mental health teams) or other settings.
- 3.4 Comply with established workplace codes of conduct, notify appropriate personnel if there is a conflict with this Code of Professional Conduct, and actively seek resolution where warranted.
- 3.5 Conduct and present themselves in an unobtrusive manner and exercise care in choice of attire.
- 3.6 Refrain from the use of mind-altering substances before or during the performance of duties.
- 3.7 Disclose to parties involved any actual or perceived conflicts of interest.
- 3.8 Avoid actual or perceived conflicts of interest that might cause harm or interfere with the effectiveness of interpreting services.
- 3.9 Refrain from using confidential interpreted information for personal, monetary, or professional gain.
- 3.10 Refrain from using confidential interpreted information for the benefit of personal or professional affiliations or entities.

#### **4.0 RESPECT FOR CONSUMERS**

**Tenet: Interpreters demonstrate respect for consumers.**

**Guiding Principle:** Interpreters are expected to honor consumer preferences in selection of interpreters and interpreting dynamics, while recognizing the realities of qualifications, availability, and situation.

##### **Illustrative Behavior - Interpreters:**

- 4.1 Consider consumer requests or needs regarding language preferences, and render the message accordingly (interpreted or transliterated).
- 4.2 Approach consumers with a professional demeanor at all times.

- 4.3 Obtain the consent of consumers before bringing an intern to an assignment.
- 4.4 Facilitate communication access and equality, and support the full interaction and independence of consumers.

## **5.0 RESPECT FOR COLLEAGUES**

**Tenet: Interpreters demonstrate respect for colleagues, interns and students of the profession.**

**Guiding Principle:** Interpreters are expected to collaborate with colleagues to foster the delivery of effective interpreting services. They also understand that the manner in which they relate to colleagues reflects upon the profession in general.

### **Illustrative Behavior - Interpreters:**

- 5.1 Maintain civility toward colleagues, interns, and students.
- 5.2 Work cooperatively with team members through consultation before assignments regarding logistics, providing professional and courteous assistance when asked and monitoring the accuracy of the message while functioning in the role of the support interpreter.
- 5.3 Approach colleagues privately to discuss and resolve breaches of ethical or professional conduct through standard conflict resolution methods; file a formal grievance only after such attempts have been unsuccessful or the breaches are harmful or habitual.
- 5.4 Assist and encourage colleagues by sharing information and serving as mentors when appropriate.
- 5.5 Obtain the consent of colleagues before bringing an intern to an assignment.

## **6.0 BUSINESS PRACTICES**

**Tenet: Interpreters maintain ethical business practices.**

**Guiding Principle:** Interpreters are expected to conduct their business in a professional manner whether in private practice or in the employ of an agency or other entity. Professional interpreters are entitled to a living wage based on their qualifications and expertise. Interpreters are also entitled to working conditions conducive to effective service delivery.

### **Illustrative Behavior - Interpreters:**

- 6.1 Accurately represent qualifications, such as certification, educational background, and experience, and provide documentation when requested.
- 6.2 Honor professional commitments and terminate assignments only when fair and justifiable grounds exist.
- 6.3 Promote conditions that are conducive to effective communication, inform the parties involved if such conditions do not exist, and seek appropriate remedies.
- 6.4 Inform appropriate parties in a timely manner when delayed or unable to fulfill assignments.
- 6.5 Reserve the option to decline or discontinue assignments if working conditions are not safe, healthy, or conducive to interpreting.
- 6.6 Refrain from harassment or coercion before, during, or after the provision of interpreting services.
- 6.7 Render *pro bono* services in a fair and reasonable manner.
- 6.8 Charge fair and reasonable fees for the performance of interpreting services and arrange for payment in a professional and judicious manner.

## **7.0 PROFESSIONAL DEVELOPMENT**

**Tenet: Interpreters engage in professional development.**

**Guiding Principle:** Interpreters are expected to foster and maintain interpreting competence and the stature of the profession through ongoing development of knowledge and skills.

### **Illustrative Behavior - Interpreters:**

- 7.1 Increase knowledge and strengthen skills through activities such as:
  - pursuing higher education;
  - attending workshops and conferences;
  - seeking mentoring and supervision opportunities;
  - participating in community events; and
  - engaging in independent studies.
- 7.2 Keep abreast of laws, policies, rules, and regulations that affect the profession.

## Chapter 13

### C-PRINT CAPTIONING SERVICES

#### Policy

It is the responsibility of the student requesting captioning services to provide the Noel Center Assistant Dean with his/her class schedule immediately after registration. In the event of late registration, every effort will be made to secure accommodations as soon as possible. Any changes to a schedule prior to, or after the start of a semester, should be reported immediately to the Noel Center Assistant Dean. A student requesting captioning services for an off campus class or trip earning academic credits should file a C-Print Request at the time of registration. Every effort will be made to provide captionists according to the schedule turned in to the Assistant Dean, however, students may be asked to make reasonable adjustments in their schedules according to the availability of captionists. Upon request, the Noel Center will provide C-Print services for meetings, plays, presentations, or other activities or events sponsored by the University. C- Print Requests are accessed through the AIM Interpreting module and submitted **two (2) business** days before the date the captionist is needed.

A student requesting C-print services for school sponsored field trips should submit a request **ten (10) business** days before the date of the field trip. A student requesting C-Print services for theater productions should submit a request **ten (10) business** days prior to the date C-Print services are needed. While the Noel Center will consider individual preferences in the assignment of a captionist, it reserves the right to make all C-print assignments. These assignments are at the sole discretion of the Noel Center and may be based upon many factors which may include, but are not limited to: availability, qualifications, and the appropriateness of the request based on actual or perceived conflicts of interest.

#### Procedure

- For classroom captionists, the student will follow the procedure for priority registration and turn in his/her schedule to the Assistant Dean immediately following registration.
- Any changes in the class schedule should be reported to the Assistant Dean immediately.
- The student will sign the C-Print Transcript Agreement.
- For meetings and/or university sponsored functions the student must submit a C-Print Request **two (2) business** days prior to the date of the event. The request should be filled out completely.
- For theater productions, the student must submit a C-Print Request **(10) business days** prior to the date of the production. The request should be filled out completely.
- If the student plans to attend an activity on a regular basis throughout the semester, only one C-Print Request needs to be completed. The student should indicate at the top of the request that it is for the entire semester.
- In the event of an emergency, captioning requests can be made directly to the Assistant Dean or her designee and a captionist will be provided as quickly as possible.

## **How to Use a Captionist**

- The captionist will wait at a captioning assignment for **fifteen (15) minutes per hour**. If the student has not arrived within this time, the captionist will leave.
- If the student knows he/she will not be attending class, he/she is asked to notify the Assistant Dean as soon as possible.
- If the student has a question, he/she should not ask the captionist. All questions and/or comments should be directed to the professor.
- The student should be aware that the captionist is responsible for voicing everything that is signed or typed in class. If the student needs to talk to the captionist, the student should do so before or after class.
- The student should not ask the captionist's personal opinion regarding classroom matters. The captionist is in the classroom only to facilitate communication among the student, the professor, and other members of the class.
- During class discussions students sometimes speak quickly. They also tend to speak at the same time. If the discussion is moving so quickly that the student has difficulty following, he/she should inform the professor.

## **Chapter 14**

### **CLASS ATTENDANCE/FLEXIBILITY WITH ATTENDANCE/ASSIGNMENTS**

#### **Policy**

As stated in the undergraduate catalog, Gardner-Webb University policy requires that students attend 75% of all class sessions. Programs and professors may require a higher percentage of class attendance. Failure to meet these attendance requirements will result in an administrative “F” for the class. However, if a student has a disability with random or cyclical acute episodes that may occasionally impact his/her ability to attend class and complete tests or assignments at the scheduled time, flexibility in attendance/assignments may be an appropriate accommodation. The number of allowable absences and length of assignment extensions depends on the interactive or participatory nature of a course, or is based on school, department or accrediting agency rules. An accommodation in attendance is not reasonable if regular attendance is essential to the course and/or curriculum. Not every course component can be provided an extension.

Absences that are not related to the effects of a disability are not included in the accommodation. For example; illness unrelated to disability, car trouble, etc. The student is responsible for following the professor’s syllabus regarding absences due to non-disability related issues.

#### **Procedure**

- Request Attendance Consideration when registering in AIM.
- Discuss request with the accessibility advisor.
- Accessibility Advisor will speak with professors regarding the nature of the class.
- If approved, a written agreement will be prepared and signed by both student and professor.

## CHAPTER 15

### EQUIPMENT

#### Policy

The Noel Center has a large inventory of equipment and materials for student use. The Noel Center will loan equipment and/or materials to assist with the educational process. The equipment/material must be checked out through the Noel Center secretary. The student is responsible for returning the equipment in good condition. Equipment may be checked out by the day, week or semester. If the equipment is lost or damaged, it is the responsibility of the student to pay for repairs or replacement costs. Students who do not return equipment and/or pay replacement fees will be blocked from registration and/or have a hold placed on his or her transcript.

#### Procedure

- Equipment and/or materials will be checked out through the program secretary.
- The student will sign a statement indicating he/she accepts financial responsibility for lost or damaged equipment/materials.
- The student will return the equipment/materials by the scheduled due date.

## CHAPTER 16

### CORE MATH REQUIREMENT SUBSTITUTION

#### Policy

While the faculty at Gardner-Webb University views the learning of mathematics to be an important component of a liberal arts education, it recognizes that otherwise qualified students with disabilities may find the requirements to be a barrier to degree completion. The complete waiver of mathematics in the general studies curriculum is not granted by Gardner-Webb University; however, eligible students may apply for a course substitution. **Course substitutions will not be permitted if mathematics is required for a major regardless of the disability status of the student.**

#### Procedure:

- The student must be registered with the Noel Center to make this request.
- The mathematics substitution request must be submitted in writing.
- The Associate Dean of the Noel Center will make a decision based on all documentation. If necessary, the Documentation Review Committee will be consulted.
- The student must provide the Associate Dean of the Noel Center appropriate documentation from a psychologist that specifically addresses a mathematics learning disability. The Associate Dean of the Noel Center may request additional professional documentation as needed.
- The student obtains a Course Substitution Form from the Accessibility Advisor and receives a list of courses approved for substitution.
- The advisor or department chair in the student's major will sign the Course Substitution Form indicating the substitution is appropriate for the student's major.
- The completed Course Substitution Form is returned to the Noel Center.
- The Associate Dean of the Noel Center and the student will sign the form.
- Copies will be sent to the student, his/her accessibility advisor, academic advisor, Associate Dean of the Advising Center and the Registrar.
- The student may appeal to the department of Mathematics and present an alternate course request upholding the spirit of the math competencies of the general studies curriculum. Such a request would need to include a syllabus for the requested alternate course. The Department of Mathematics will make any decision regarding such a request.
- The student may appeal any academic decision following the procedure outlined in the undergraduate catalog.
- If a student changes majors after a request has been approved, a new request must be submitted.

## CHAPTER 17

### CORE FOREIGN LANGUAGE REQUIREMENT SUBSTITUTION

#### Policy

While the faculty at Gardner-Webb University views the learning of foreign language to be an important component of a liberal arts education, it recognizes that otherwise qualified students with disabilities may find the requirements to be a barrier to degree completion. The complete waiver of a foreign language requirement is not granted by Gardner-Webb University; however, eligible students may apply for a course substitution. **Course substitutions will not be permitted if foreign language is required for a major regardless of the disability status of the student.**

#### Procedure

- The student must be registered with the Noel Center to make this request.
- The foreign language substitution request must be submitted in writing.
- The Associate Dean of the Noel Center will make a decision based on all documentation. If necessary, the Documentation Review Committee will be consulted.
- The student must provide the Associate Dean of the Noel Center appropriate documentation from a psychologist that specifically addresses a language based learning disability. The Associate Dean of the Noel Center may request additional professional documentation as needed.
- The student obtains a Course Substitution Form from the Accessibility Advisor and receives a list of courses approved for substitution.
- The advisor or department chair in the student's major will sign the Course Substitution Form indicating the substitution is appropriate for the student's major.
- The completed Course Substitution Form is returned to the Noel Center.
- The Associate Dean of the Noel Center and the student will sign the form.
- Copies will be sent to the student, his/her accessibility advisor, academic advisor, Associate Dean of the Advising Center and the Registrar.
- The student may appeal to the department of World Languages and present an alternate course request upholding the spirit of the foreign language competencies of the general studies curriculum. Such a request would need to include a syllabus for the requested alternate course. The Department of World Languages will make any decision regarding such a request.
- The student may appeal any academic decision following the procedure outlined in the undergraduate catalog.
- If a student changes majors after a request has been approved, a new request must be submitted.

**Course Substitution for Students who are Deaf/Hard of Hearing:**

The student who is Deaf/hard of hearing that scores an advanced level or higher on the SLPI-ASL will not be required to take additional foreign language courses.

## CHAPTER 18

### **Policy on Eligibility of Students Taking Reduced Course Loads While Maintaining Full-Time Status**

All students with disabilities, including those with physical, learning, psychological and medical disabilities, are eligible to apply for special status, which if approved, allows them to take a reduced course load while maintaining full-time status. Except in extreme situations, no student applying for a reduced course load with full-time status will be approved for less than 9 credits per semester. The Noel Center will consider an alternative number of credits on request and only with sufficient documentation to support the request.

Incoming students may apply for a reduced course load upon acceptance to the University. They must provisionally register for a full course load, and are expected to attend those classes until the change in status has been approved. Applications for students who enter after the initial freshman registration period and who wish to apply for a reduced course load will be reviewed on an individual basis. The approval of these applications may be deferred to the following semester, due to the late application date. Every attempt will be made to accommodate these requests.

Current students who wish to apply for this status change mid-semester are considered special case circumstances. These applications will be reviewed individually and the approval of these applications may be deferred to the following semester, due to the late application date. Every attempt will be made to accommodate these requests. All requests are reviewed on a case-by-case basis.

#### **Academic, Institutional and External Requirements for Eligibility**

1. Reduced Course Loads for students with full-time status (hereafter RL/FT students): RL/FT students, to have an effective course load, must register for at least 9 credits for the semester.
2. Maintaining Satisfactory Progress: To maintain satisfactory progress toward a degree, RL/FT students must pass a minimum of six credits during a regular semester and average no less than fifteen credits passed during any two consecutive regular semesters.
3. Students approved for reduced loads with full-time status are eligible for specific honors designations with certain provisions.
4. RL/FT students given approval for reduced loads, provided they maintain at least the minimum number of credits, are entitled to all the housing and service benefits enjoyed by full-time students.
5. RL/FT students will be billed as full-time students. All regular charges will apply.

6. The reduced credit load will result in an adjusted financial aid package. Within the limits of Federal and State financial aid regulations, every effort will be made to protect RL/FT students from incurring additional costs.
7. Federal Stafford Loan Eligibility: Eligibility will be reduced according to the total number of credit hours taken in the full academic year. A RL/FT student must be at least half time in a semester (six credits) in order to receive a Stafford Loan.
8. Federal Pell Grant Eligibility: Grants are prorated based on the number of credit hours taken. A RL/FT student can take as few as three credit hours and still be eligible for a Pell Grant.
9. State of North Carolina Legislative Tuition Grant and North Carolina Contractual Scholarship: These will be awarded to students taking a reduced course load, but who maintain their full-time status because of a recognized disability.
10. Gardner-Webb Institutional Aid: Institutional aid is reserved for all students having full-time status, including those with approval to take a reduced load for reasons of a disability, provided the load for the semester does not drop below nine credits. This applies for merit, need-based, and athletic aid. Eligibility requirements remain in place for all students including those with reduced loads. RL/FT student athletes are subject to NCAA restrictions noted in #13.
11. Financial Assistance from the North Carolina Division of Vocational Rehabilitation: Assistance is limited to what is required to achieve the educational credentials for the vocational goal and is usually restricted to four years. However, the Division does recognize that factors related to the individual's disability or general life situation may interfere with full-time attendance. In such situations, with appropriate justification, part-time attendance may be authorized. RL/FT students from outside North Carolina should check with their state's Division of Vocational Rehabilitation concerning policies.
12. Institutional Student Health Insurance: RL/FT students will be able to obtain health coverage through the institution. However, they will be required to pay the same amount as regular full-time students and they must meet all other eligibility requirements.
13. Waiver – Learning –Disabled and Handicapped Student Athletes. The Progress Toward Degree Waiver Committee may waive the general progress toward degree requirements for a learning-disabled or handicapped student-athlete when objective evidence demonstrates that the institution has defined fulltime enrollment for that student – athlete to be less than 12 hours to accommodate for the student's learning disability or handicap. (*Adopted: 1/9/96 effective 8/1/96, Revised: 10/28/97*).

## APPLICATION PROCESS

1. Applications for reduced course loads must be submitted to the Associate Dean of the Noel Center along with supporting documentation. The student may obtain this form from his/her Noel Center Advisor.
2. Supporting documentation must include a diagnostic evaluation from an appropriate professional. The documentation must meet the documentation guidelines set forth by the Noel Center in order to evaluate the current impact of the disability in regards to the request. Students are required to complete an application for this status every semester, but do not need to re-submit their documentation. This is not an automatic status. Each case will be re-evaluated at the end of the semester to determine if this accommodation is still appropriate.
3. In consultation with the Associate Provost of Academic Development, the Associate Dean will evaluate the documentation to determine the impact of the disability on the student's ability to carry a full course load.
4. If the application is approved by the Associate Dean of the Noel Center and the Associate Provost of Academic Development, notification will be sent to the following: the Registrar, the Director of Financial Planning, the Administrator of Student Billing in the Business Office, the Dean of Students, the student's academic advisor, the office of the VP and Dean of Student Development (if applicable) and the Vocational Rehabilitation Counselor (if applicable).
5. If the application is approved by the Associate Dean and the Associate Provost, the Associate Dean will outline for the student the proposed reduced load and explain to the student the consequences for making progress toward meeting graduation requirements, eligibility for various academic distinctions and designation, financial aid status, and billing changes.
6. The Associate Dean and Associate Provost will set the minimum credit load for full-time status and explain that this credit load applies only for the requested semester. If the student drops below this minimum at any time during the semester, the student loses full-time status.
7. The student will be asked to sign the Reduced Course Load Approval Form, which includes a statement acknowledging that he or she has reviewed the consequences that go with reduced load status and accepts them.

If a student's application for reduced load status is denied, the student may appeal the decision through the standard grievance procedure outlined in the Gardner-Webb University undergraduate/graduate catalog.

## CHAPTER 19

### INTERNSHIPS AND PRACTICUM

#### Policy and Procedure

If a student will require accommodations, it is the student's responsibility to request them in advance. Because the student may not fully realize the need for accommodation, he/she may not have a sense of what the internship setting will specifically demand. The student should initiate a meeting as early as possible prior to placement during which information about internship expectations might be shared and, once better informed, the student might initiate a request for accommodation planning.

The student, the academic department, and the Noel Center need to begin early to plan for accommodations. Because it may be difficult to know what accommodations will be needed, early communication with the internship or practicum site involved is strongly encouraged. The nature of accommodations may vary across agencies and academic departments may prefer early agency involvement in identifying needed accommodations.

The student, the academic department and the Noel Center should identify the accommodations needed, including resources and adaptive equipment/software, in advance of negotiations with the placement agency.

The student and the academic department should seek a placement agency that (1) will provide an appropriate educational experience, (2) will make reasonable accommodations for the student, and (3) will negotiate with the student and the University to provide the services.

The student, the academic department, the Noel Center, the University legal counsel, if needed and the placement agency will develop a plan and negotiate accommodations satisfactory to all parties. Most placement agencies are also subject to ADA requirements and may have a contact person who is familiar with the accommodation and may already be providing accommodations to agency employees. The agency ADA contact person (if one is assigned) may be able to provide assistance in making arrangements for student placements.

The student must be an active participant throughout the process of identifying a placement agency, identifying and negotiating accommodations.

## CHAPTER 20

### HOUSING ACCOMMODATIONS

#### Policy

Gardner-Webb University will consider reasonable housing accommodations for students with disabilities when documentation shows that a private room is a necessary method of meeting the housing needs of a student with a disability. Gardner-Webb will consider exceptions to its general room rate structure. In order for the student with a disability to be approved for a private room, he/she must provide documentation from a qualified professional addressing the student's disability and the need for special housing accommodations. Each case will be individually evaluated with respect to the documentation presented and the accommodations requested. Indicating a request for a private room on the accommodation request module in AIM **DOES NOT** take the place of the housing application. Gardner-Webb University has wheelchair accessible rooms and rooms equipped with visual fire alarms and doorbells. These room requests may also be indicated on the accommodation request module in AIM.

#### Procedure

- The student will indicate his/her intent to request housing accommodations and exception to general room rate structure in the accommodation request module in AIM.
- A housing application must be completed and on file with the Gardner-Webb University Office of Residence Education.
- The student must provide the Noel Center with specific documentation and/or additional information from a qualified professional addressing the need for a single room.

## CHAPTER 21

### SERVICE ANIMALS

#### Policy

Gardner-Webb University is committed to providing reasonable accommodations to persons with disabilities who require the assistance of service animals.

#### Service Dogs

The Americans with Disabilities Act Amendment Act 2010 defines a service animal as a dog trained to do work or perform tasks for the benefit of an individual with a disability. These tasks include but are not limited to: guiding individuals with impaired vision, alerting individuals with hearing loss to intruders or sounds, aiding persons with mobility impairments, seizure disorders, or to retrieve dropped items.

#### Service Dogs in Training

A dog being trained to be a service dog has the same rights as a fully trained dog when accompanied by a trainer. They must follow all relevant provisions of this policy.

#### Responsibility of persons with service dogs

- **Care and Supervision:** The care and supervision of the dog is the sole responsibility of the individual who uses the dog's service. The person must maintain control of the dog at all times. The person is also responsible for ensuring the clean up of all dog waste, and when appropriate, toilet the dog in areas designated by the University.
- **Vaccination:** The dog must be immunized against diseases, according to North Carolina law. Dogs must have current vaccinations against rabies, distemper, and parvovirus and must wear a rabies vaccination tag.
- **License tag:** All service dogs will wear a license tag as required by local laws.
- **Leashing:** The dog must be on a leash at all times except where the dog needs to perform a task requiring it to travel beyond the length of constraint or where the person is physically unable to maintain a dog on a leash due to a disability.
- **Disruptive Behavior:** A dog may be removed if its behavior is so unruly or disruptive as to disrupt the educational environment. If such behavior persists, the owner may be prohibited from bringing the dog on campus until the owner takes significant and effective steps to correct the dog's behavioral problems.

- **Damage:** The owner of a service dog is financially responsible for any damage to persons or property caused by their dog.
- **Request for Policy Modification:** A student requesting a modification to the above policies should meet with the Associate Dean of the Noel Center. All modifications are determined on a case-by-case basis.

### **Grievance Procedure**

In the event of a grievance about a disability determination, appropriateness of an accommodation or service quality, the person should confer with the Associate Dean of the Noel Center for Disability Resources. If no agreement can be reached, the student may appeal the decision following the grievance procedure outlined in the Gardner-Webb University Catalog.

### **Requirements of Faculty, Staff, and Students**

- Allow a service dog to accompany its owner at all times and in all places on campus except where they are specifically prohibited.
- Do not touch or pet a service dog unless invited to do so.
- Do not feed a service dog.
- Do not deliberately startle a service dog.
- Do not separate or attempt to separate an owner from his or her service dog.
- Do not inquire for details about a person’s disability. This is a private matter and the person may be uncomfortable discussing it.

Please contact the Noel Center for Disability Resources, ext. 4270, for more information on this policy.

### **Important:**

- Only two questions may be asked about service dogs:
  - Does the person have a disability?
  - Does the dog provide a necessary service?
- It is a Class 3 misdemeanor under North Carolina law [N.C.G.S. 168-4.5]:
  - “to deprive a person with a disability or a person training a service animal of any rights granted the person” under the laws applicable to persons with disabilities, or “of any rights or privileges granted the general public with respect to being accompanied by animals”, or
  - “to charge any fee for the use of the service animal
  - It is also a Class 3 misdemeanor “to disguise an animal as a service animal or service animal in training.” [N.C.G.S. 168-4.5].” In other words, it is a crime under North Carolina law to obtain access for an animal under the false pretense that it is a service animal.

## CHAPTER 22

### EMOTIONAL SUPPORT ANIMALS

#### Emotional Support /Comfort Animal Policy Gardner-Webb University

- I. An emotional support/comfort animal is not a service animal or a therapy animal, and an emotional support/comfort animal need not have specialized training.
- II. An emotional support/comfort animal may not reside in Housing and Residence Education Facilities without the approval of authorized University Officials.
- III. A student requesting permission to have an emotional support/comfort animal in his or her on-campus housing must provide the Noel Center for Disability Resources with appropriate documentation 60 days prior to the start of the semester in which they are enrolling to ensure sufficient time to review all pertinent information. Formal student requests may be accepted and reviewed after this date, but Gardner-Webb University cannot guarantee that it will be able to meet late applicants' accommodation needs, including any needs that develop throughout the semester.
- IV. The Noel Center for Disability Resources requires such advance notice in order to gather, review, and verify the necessary documentation, which includes but is not limited to: verification of a disability, the determination of any conflicting disabilities in the immediate vicinity where the animal will be housed, and verification of all vaccinations and the health of the animal including all the necessary licensing. If documentation is immediately available, the time for the determination process may be shortened.
- V. Documentation of the need for an emotional support/comfort animal should include a signed letter, on professional letterhead, from the person's mental healthcare specialist or licensed therapist. The provider or therapist should be familiar with the professional literature concerning the assistive and/or therapeutic benefits of emotional support/comfort animals for people with disabilities. At a minimum, the letter should include the following items:
  - a. The provider's diagnosis of the person's condition.
  - b. A clear description of the current impact and functional limitations resulting from the disability.
  - c. The provider's confirmation that the emotional support/comfort animal has been prescribed for treatment purposes and is necessary to help alleviate symptoms associated with the person's condition.
  - d. The provider's description of the service(s) that the animal will provide.
  - e. All supporting documentation must be current (no older than 6 months).
  - f. Any additional rationale or statement the University may reasonably need to understand the basis for the professional opinion.
- VI. The Noel Center for Disability Resources Staff will review documentation, and if the Noel Center for Disability Resources Staff determines that a qualifying disability exists, the Noel Center for Disability Resources Staff will arrange a meeting with appropriate Student Development and other University representatives and the person requesting that an emotional support/comfort animal be housed in Housing and Residence Education Facilities.

- VII. This policy will be carefully reviewed with the person at that time and an interactive dialogue will take place to determine whether or not the animal is a reasonable accommodation considering alternative accommodations and the impact of the animal on the Housing and Residence Education Program.
- VIII. The effect on others in Housing and Residence Education Facilities must be considered, including the potential effect on individuals with allergies to animal hair or dander, as well as the willingness of roommates and floor mates to share their residential community with an animal. Depending on such considerations an alternative housing assignment may be considered.
- IX. If approved, the student/owner/handler shall be responsible for any and all losses, liability, expenses, claims, costs, suits and damages of every kind (including damage to Housing and Residence Education Facilities), nature and description arising from any property damage or personal injury caused by an emotional support/comfort animal. The student/owner/handler will have to sign documentation acknowledging such.
- X. If approved, the approval is valid for one academic year (including summer), and the need for an emotional support/comfort animal will be re-evaluated at the end of each academic year, and a new request completed for each year.
- XI. If approved, the emotional support/comfort animal cannot remain in Housing and Residence Education Facilities when the student/owner/handler will be leaving Campus for extended periods including but not limited to: single nights away from campus, weekend trips, campus breaks, and/or campus holidays. Failure to adhere to this stipulation can result in the removal of the animal. The animal cannot be left in the care of other residential students in the residential facilities while the student/owner/handler is away from campus.
- XII. Care for Emotional Support/Comfort Animals
  - a. All emotional support/comfort animals brought into Housing and Residence Education Facilities and grounds must be under the control of the student/owner/handler at all times. Additionally, all emotional support/comfort animals must be crated within the student/owner/handler's assigned room when the student/owner/handler is not in the room with the animal. Campus Services, including but not limited to Housing and Residence Education Staff, Student Development Staff, and University Plant Operations Staff will be aware of any rooms that contain an emotional support/comfort animal. Plant Operations Staff will have the right to refrain from processing work orders without the resident present in an effort to ensure the safety of University Personnel. Additionally, reasonable effort to notify residents in residential facilities as to where an emotional support/comfort animal is located in an effort to assist anyone with medical conditions that are affected by animals (e.g., respiratory diseases, asthma, severe allergies) will take place.
  - b. Fecal matter and other animal waste deposited in Housing and Residence Education Facilities and/or University Grounds by an animal brought to campus must be removed immediately and disposed of properly by the student/owner/handler. The burden is on the student owner/handler to arrange for removal of fecal matter and/or other waste if he or she is personally unable to perform the task. Indoor animal waste, such as cat litter, must be placed in a sturdy plastic bag and securely tied up before being disposed of in outside

trash dumpsters. Litter boxes should be placed on mats so that waste is not tracked onto flooring surfaces.

- c. The student/owner/handler is responsible for the animal's well-being including, but not limited to: regular feeding, watering, bathing, grooming, daily care and veterinary services.
- d. In accordance with local ordinances and regulations the animal must be immunized against diseases common to that type of animal. Dogs must have current vaccination against rabies and wear a rabies vaccination tag, with supporting documentation submitted annually. Although not mandated, cats and other animals should have the normal shots required for a healthy animal. (Vaccination information for dogs must be submitted to the NOEL Center for Disability Resources before the dog will be permitted in Housing and Residence Education Facilities.)
- e. Gardner-Webb University may place other reasonable conditions or restrictions on the animals depending on the nature and characteristics of the animal.

XIII. Responsibilities to Housing and Residence Education Facilities

- a. The student/owner/handler is responsible for assuring that the emotional support/comfort animal does not unduly interfere with the routine activities of the residential facility or cause difficulties for students who reside there.
- b. The student/owner/handler is financially responsible for the actions of the emotional support/comfort animal including bodily injury or property damage. The owner's responsibility includes but is not limited to: replacement of furniture, carpet, window, wall covering, and the like. The student/owner handler is expected to cover these costs at the time of repair and/or housing check-out.
- c. The student/owner/handler is responsible for making sure that the emotional support/comfort animal does not disrupt the residential community or the roommate/suitemates living situation.
- d. The student/owner/handler must properly secure the emotional support/comfort animal in a crate/cage when they are away from their room for class, meals, and campus activities.
- e. The student/owner/handler is responsible for any expenses incurred for cleaning above and beyond a standard cleaning or for repairs to Housing and Residence Education Facilities that are assessed after the student/owner/handler and animal vacate the residence. Housing and Residence Education shall have the right to bill the student/owner/handler's student account for unmet obligations. The minimum cleaning fee after the Student/Owner/Handler vacates their assigned residence will be approximately \$50.00.
- f. The student/owner/handler's residence may be inspected for fleas, ticks, and other pests once per semester, or as determined necessary to ensure the safety and wellbeing of all residents and the emotional support/comfort animal. All inspections will be scheduled at least 24 hours in advance. If fleas, ticks, or other pests are detected through inspection, the impacted and surrounding units will be treated using an approved treatment method by a university-approved pest control services. The student/owner/handler will be billed for the expense of any pest treatment above and beyond standard pest management in residential facilities.

- g. Should the emotional support/comfort animal be removed from the premises for any reason, the student/owner/handler is expected to fulfill his/her housing obligations within the parameters of the housing agreement and the Gardner-Webb University Student Handbook.

XIV. Removal of Approved Emotional Support/Comfort Animal

- a. The University may remove or require the removal of any animal that poses a direct threat to the health or safety of others, is not housebroken, does not have up-to-date health records, or otherwise disrupts the educational environment of the University and/or its Housing and Residence Education Facilities. Emotional support/comfort animals must not interfere with the quality of life of other residents within the Housing and Residence Education Facilities.
- b. Animals found tethered, unattended, or abandoned may be humanely impounded in accordance with applicable laws and regulations. Animals that are tethered, unattended, or abandoned on campus should be reported to the University Police or Housing and Residence Education.
- c. If any aspect or circumstance of the condition, health, or behavior of any animal on campus, including in Housing and Residence Education Facilities, is deemed by the University to be a threat to the health or safety of any member of the campus community or to any other animal, then that animal may be removed from campus in any manner deemed necessary by University officials. Such action may be taken even if the animal posing a threat would otherwise be permitted on campus under this Policy. Animals on campus whose condition, adversely impacts the health or safety of any member of the campus community or to any other animal should be reported to the University Police.
- d. The student/owner/handler does not comply with their responsibilities in Housing and Residence Education Facilities as referenced in the emotional support/comfort animal policy.
- e. The animal assists the student/owner/handler in violating policies identified in the Gardner-Webb University Student Handbook, and/or the Housing Contract Agreement signed by the student/owner/handler when they apply for student housing at Gardner-Webb University.

XV. Policy Modifications/Addendums

- a. Gardner-Webb University reserves the right to update/revise/modify this policy to ensure compliance with all necessary laws.
- b. Gardner-Webb University reserves the right to update/revise/modify this policy to ensure the safety of the students that attend Gardner-Webb University, as well as to protect the faculty and staff of Gardner-Webb University from unnecessary harm and distress.

## CHAPTER 23

### MEDICAL WITHDRAWAL

#### Policy

Any registered student who experiences medical trauma or chronic illness that may prevent completing the semester may apply for a medical withdrawal from the University. A medical withdrawal request must be filed with the Registrar's Office prior to the start of final exams and must include documentation submitted from a physician or psychologist trained in the diagnosis of the medical condition.

A qualifying medical condition, as determined by the physician or psychologist, must prevent the student from participating in all classes remaining during the current semester. A medical withdrawal is a complete withdrawal from the University. The supporting documentation from a physician or psychologist accompanying the medical withdrawal request must be submitted on official letterhead from the physician or psychologist and must be addressed to the Gardner-Webb University Registrar. The medical documentation must also include the physician or psychologist's name, title, professional credentials, license and certification number, and should address the following:

1. Specific diagnoses and findings.
2. Date the examination, assessment, and or evaluation was performed.
3. In the event that the medical withdrawal is the result of an injury or accident, the date the injury or accident occurred.
4. In the event the medical withdrawal is due to chronic illness, the date the illness made it necessary to stop attending classes.

A student will be notified of the decision following the review of the medical documentation. If the request is approved, the student will receive a final grade of "W" for each class (except in instances of Academic Dishonesty).

Upon medical withdrawal from the University, a student must apply for readmission to the University to continue studies. The student must provide documentation from the same physician or psychologist, when possible, stating the student is able to continue studies at the University. This documentation should follow the same format as the above.

## CHAPTER 24

### LEAVE OF ABSENCE

The Leave of Absence Policy is designed for students who have had significant life circumstances impact their ability to maintain good academic standing and who may need to take a break from their current academic coursework (i.e. illness of family member, personal illness, significant financial distress or life changing circumstances)

Traditional degree seeking undergraduate students who will not be registered for Gardner-Webb University academic credit during a given semester (fall/spring) may apply for a leave of absence. A leave of absence is approved when there are extenuating circumstances that prevent the student from attending classes. Listed below are typically reasons a student would request a leave of absence:

1. Students who have officially withdrawn from semester courses but plan to resume their education at Gardner-Webb University within two years;
2. Students who obtain credit while on a leave from another institution in conjunction with a Gardner-Webb University program (transfer credit will be reviewed by the appropriate Gardner-Webb University personnel for possible credit);
3. Students who, for other reasons, will not be registered at Gardner-Webb University for a semester or more;
4. Institutional forms of Financial Aid will be renewed at the same level upon return provided students meet the standard renewal requirements (gpa, application renewals, etc.) Federal and State financial aid will be determined as a result of the completion of the Free Application for Federal Student Aid.

Students must be otherwise in good academic, student code of conduct, and financial standing. All program admission requirements, programmatic and degree requirements, departmental student handbook and accreditation requirements, at the time of student's return, will apply. Policy may be appealed under certain circumstances.

Upon formal approval of the leave, a specific termination date by which a student must either re-enroll or request an extension is assigned. An extension of the approved leave of absence can be applied for by emailing the Office of Retention at [retention@gardner-webb.edu](mailto:retention@gardner-webb.edu) with a request for the amount of additional time needed. A leave of absence, including extensions, is not given for more than two years during the time a student is pursuing an undergraduate degree. A student who does not re-enroll by the end of the approved leave of absence is considered to have voluntarily withdrawn from the University. The maximum of two years allowed on leave of absence applies even when those semesters are not consecutive.

Forms requesting a leave of absence are available online; student must then obtain the signatures of the Student Accounts Office, Advising Center and meet with the Office of Retention.

## CHAPTER 25

### GRIEVANCES

If the student has a complaint or concern regarding services provided by a professional staff member, the student should try to resolve the issue with the staff member. If the concerns cannot be resolved, an Informal Grievance Form should be filed with the Associate Dean of the Noel Center. If the issue cannot be resolved at this level, the student may file a complaint following the grievance policy as outlined in the Gardner-Webb University Student Handbook.

The above procedures should be followed if the student has a grievance regarding his/her student workers.

The above procedures should be followed if the student has a grievance regarding his/her accommodations.

### **Gardner-Webb University's Grievance Policy**

#### STUDENT GRIEVANCE POLICY

Any student who believes he/she has been discriminated against by a member of the faculty, an employee of the University, or by a fellow student is encouraged to file a complaint. If a student believes he/she has been discriminated against in accordance with policies and practices listed under Title VI of the Civil Rights Act of 1964, Title IX of the Educational Amendments of 1972, or section 504 of the Vocational Rehabilitation Act of 1973, he or she may make a claim that his or her rights have been denied. Claims or grievances should be filed with the appropriate University official.

To determine the appropriate University official, see GWU's current Student Handbook at [gardner-webb.edu/student-life-and-services/student-publications/student-handbook/index](http://gardner-webb.edu/student-life-and-services/student-publications/student-handbook/index).

#### **Grievances Related to Disability**

Gardner-Webb University is committed to complying with all requirements of the ADA of 1990 (ADA) Title III and its amendments and the Rehabilitations Act of 1973 (Section 504). The University is committed to ensuring that no otherwise qualified individual with a disability is denied reasonable accommodations or denied access to courses, programs, activities, services, jobs or facilities.

A student who believes he or she has been discriminated against on the basis of a disability is encouraged to file a complaint with the University. The University will treat all information related to the grievance as confidential. However, The Family Rights and Privacy Act (FERPA) and other applicable privacy laws permit the investigating official to provide information as necessary to those persons who have a legitimate need to know in order for the official to conduct a meaningful and thorough investigation. Gardner-Webb University prohibits retaliation for

submitting a grievance. Retaliation includes threats, intimidation, reprisals and adverse actions. A student can voluntarily choose to begin the process with an informal grievance by submitting an electronic Student Complaint Form located on WebbConnect.

If the student is not satisfied with the resolution of the informal grievance, or elects not to use the informal process, a Formal Grievance may be initiated by submitting a written statement to the Provost and Executive Vice President. The Provost will then instruct the ADA/504 Coordinator who will then begin an investigation of the grievance. If deemed necessary the investigating official may refer documentation issues to the Documentation Review Committee and deference will be given to the committee's decision.

**Procedure:**

Complaints should be filed in accordance with the procedure appropriate to the specific type of grievances. For grievances not covered by a specific policy (e.g. "non-harassment policy"), students may use the following general procedure.

Complaints should be presented orally to the appropriate University officials described above. If an informal discussion of the matter is not satisfactory, a written statement of the complaint will be requested. A written statement should contain the following:

- a. The exact nature and details of the grievance.
- b. The date, time, and place of the grievance.
- c. The names of witnesses or persons who have knowledge of the grievance.
- d. Any available written documentation or evidence that is relevant to the grievance.

The University official who receives the written complaint will investigate the complaint and take whatever action is deemed necessary and appropriate and will respond to the student in a timely manner. If a student has followed the grievance policy process and remains dissatisfied with the response to the complaint, the student may appeal to the Educational Policies and Standards Committee for academic matters and to the University Appeal Board for non-academic matters. Decisions by the Educational Policies and Standards Committee and the University Appeal Board are subject to review by the Provost. The Provost may take whatever action he deems necessary and appropriate. The provost's conclusions and actions regarding the complaint are final.

An electronic Student Complaint Form can be found on WebbConnect.

If discrimination is established, the University will take appropriate corrective and remedial actions and steps will be taken to prevent recurrence of any discrimination.

The above procedure does not prevent or substitute for a student's right to file a complaint with the Federal Office of Civil Rights. A student who believes he/she has been discriminated against by the University based upon violation of the ADA and its amendments and/or Section 504 can file a complaint with the Department of Education, The Office of Civil Rights.

The Office of Civil Rights  
US Department of Education  
400 Maryland Ave, SW  
Washington, DC 20202  
Telephone: 202-245-8300

Fax: 202-245-8301; TTD: 887-521-2172

Email: OCR.DC@ed.gov

**Grievances Related to Discrimination**

If a student believes he/she has been discriminated against because of race, gender, religion, color, national or ethnic origin, age, disability, or military service, the student should contact the University's Title XI Coordinator. In the case of harassment, the complaint should be made in accordance with the University's Non-Harassment Policy as stated in the current student handbook. If a student is not sure how to file a complaint, the Provost and Executive Vice President will assist the student.

## CHAPTER 26

### University Resources

#### University Writing Center

Gardner-Webb University's Writing Center staff is dedicated to helping students. Students can get help beginning, revising, or editing a draft of any writing (research paper, resume, application, project, or response to a prompt). In addition, consultants have resources to help students with research and documentation styles (MLA, APA, and Turabian). Walk-Ins are welcome; however, students should make an appointment ahead of time to ensure a spot. Students can customize their appointment by choosing a date, time, and consultant while logged into WebbConnect. (Academic Support, Writing Center Appointment Scheduler). Please refer to our website for semester hours and resources. GWU's Writing Center also offers Skype consultations as well as phone consultations for distance students. Contact consultants at [writingcenter@gardner-webb.edu](mailto:writingcenter@gardner-webb.edu), come to Tucker Student Center, or call (704) 406-4393.

#### Learning Enrichment and Assistance Program

The Learning Enrichment and Assistance Program (LEAP) is a service that provides peer tutoring for Gardner-Webb undergraduate students. Peer tutors are available for appointments (made by using the "Peer Tutoring Appointment Scheduler" in Webb Connect) in a number of courses and subject areas; peer tutors can help students in refining study skills and in clarifying course content. Prior to making an appointment with a peer tutor, LEAP recommends that a student first speak with his/her professor about concerns in particular classes—professors can often provide insight into what area(s) need attention or what strategies may be helpful in specific courses. Please contact LEAP by emailing [leap@gardner-webb.edu](mailto:leap@gardner-webb.edu) or by calling (704) 406-4562 with any questions or concerns.

**Read and Write Gold** is a software program available to all Gardner-Webb students. This software has been shown to improve reading fluency and comprehension, facilitates research, writing, and studying, and enhances learning by using a multisensory experience. To access the software, go into WebbConnect and open the link for Academic Support. Select Read and Write Gold to install the software.

#### Smarthinking for DCP Students

In order to enhance your academic experience, Gardner-Webb University has partnered with [Smarthinking](#), an online tutoring program, to provide you with online tutoring 24 hours a day, seven days a week. Tutoring for a variety of courses include, but are not limited to: Math, Business, Computers and Technology, and Writing. To learn more go to <http://bit.ly/2n7kC9o> or contact [leap@gardner-webb.edu](mailto:leap@gardner-webb.edu).

#### The Library

The Library has access to 5000,000 EBooks, over 230,000 periodicals and a selective depository of federal government documents.

In addition to its collections, the library provides numerous services to reinforce and enhance the instructional process for both on-and off-campus students.

Professional librarians are available for individual and group instruction. Several opportunities are available: live chat, email, phone or face-to-face appointment. Interlibrary loan, audiovisual, and

productions (lamination, color copies, posters, etc.) services are available. The Library's homepage, [www.gardner-webb.edu/library](http://www.gardner-webb.edu/library), provides access to our online catalog and databases as well as information about the Library facility, resources, services and policies. Off-campus students will be prompted for their WebbConnect username and password in order to access the Library's subscription database.

### **The Counseling Center**

The Gardner-Webb University Counseling Center provides academic, emotional, social, and vocational support as well as mental health consultation to students. A team of professionals trained in education and counseling help University community members in developing constructive life plans, handling crisis situations, and coping with day-to-day problems. Short-term individual, group, and couples counseling sessions are available at no additional cost. The University Counseling Center adheres to the American Counseling Association's code of ethics and operates within a Christian perspective. All services provided are confidential and no information will be given to others without the consent of the individual. The University Counseling is located in Tucker Student Center and is open for appointments, Monday- Friday, 8:00 a.m. - 5:00 p.m. For after-hours emergencies, an on-call counselor can be reached by calling the crisis number (704) 300-1910 or University Police at (704) 406-4444.

### **The Career Development Center**

Navigating the trail of your future career requires the right gear and skills. Especially in today's job market, you must demonstrate skills (for various occupations and for general employability) in addition to earning a degree in order to be prepared to enter the world of work. These skills are gained in and out of the classroom and are an integral part of your entire experience at Gardner-Webb University. The Center for Personal and Professional Development is available to help you gear up for your career journey and guide and facilitate opportunities to gain essential employment abilities. Contact us at 704-406-4235 or [career@gardner-webb.edu](mailto:career@gardner-webb.edu).

## CHAPTER 27

### ADDITIONAL INFORMATION WHOM TO CONTACT

#### Noel Staff

- General Phone Number for the Noel Center 704-406-4270
- Fax Number 704-406-3524
- Video Phone 866-298-0119
- Freida Conner, Secretary 704-406-4270
- Cheryl Potter, Associate Dean 704-406-4271
- Cindy Rochester, Assistant Dean 704-406-3549
- Sandy Hammett, Accessibility Advisor, Mentor Program 704-406-3615
- Michele Wallen, Accessibility Advisor, Workforce Recruitment 704-406-4735

#### Other Important Numbers

- Bookstore 704-406-4273
  - Business Office 704-406-3564
  - Campus Security 704-406-4444
  - Counseling Center 704-406-4563
  - Financial Planning 704-406-4243
  - Library 704-406-4290
  - Registrar's Office 704-406-4262
  - University Career Center 704-406-2170
  - Dr. Cary Poole 704-406-2155
- 
- All e-mail communications with students must be conducted by way of the Gardner-Webb e-mail account.
  - The Noel Center closes daily at 4:30 PM
  - The Noel Center is closed on Saturday and Sunday.
  - The Noel Center is a testing facility for students who qualify for testing accommodations. Signs are posted when testing is in progress. During these times visitors to the Noel Center are asked to enter and exit as quietly as possible.
  - Each staff member has a box for messages in the Noel Center secretary's office. Messages for staff members may be left with the secretary or placed in the staff members' box.

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Sharon Jennings, MA

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East Carolina University